



# **Educator Evaluation August 2022**

# Evaluation Systems

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process.

Data is collected at the building level through Screen 18A – Educator Evaluation in the June Cycle of the Core Data Collection. The data helped inform these key areas:

- ☐ Evaluation Systems can help teachers be more effective with their students. The Teacher and Leader Standards ensure we are clear on what educators need to know and be able to be more effective at educating students
- ☐ Principles were established which summarize research supporting an effective evaluation process
- ☐ Building-level data is collected each year including:
  - Models Used
  - Teacher and Principal Alignment to the Seven Essential Principles
  - Performance Levels of Teachers and Principals

## Evaluation Models in Use

According to data collected for the 2021-2022 school year, 39.9% of schools are using some form of the Missouri Model (adopted and/or adapted). The NEE Model (MU) and the District Model Using Missouri Standards, are also using the same standards which means that 88.6% of schools are using the same standards for their evaluation process.

Evaluation Model	% of Schools 2017-2018	% of Schools 2018-2019	% of Schools 2020-2021	Change 2018-2019 to 2020- 2021
MISSOURI MODEL EVALUATION	13.4	12.5	12.8	+0.3
REVISED MISSOURI MODEL	26.9	27.7	27.1	-0.6
NEE MODEL (MU)	37.3	37.8	38.2	+0.4
MARZANO MODEL	2.2	2.2	1.8	-0.4
DANIELSON MODEL	3.5	3.3	3.6	+0.3
DISTRICT MODEL USING MO STANDARDS	11.5	11.3	10.5	-0.8
DISTRICT MODEL USING DISTRICT STANDARDS	4.4	4.6	5.5	+0.9
OTHER	0.8	0.5	0.5	--
NO EVALUATION SYSTEM	0.0	0.0	0.0	--

No data is reported for 2019-2020 school year due to COVID-19

# Seven Essential Principles

Instead of requiring that districts use a certain instrument to evaluate educators, the Department required alignment to these areas in “how” they do evaluation.

## **Principle 1: Research-Based Evaluation**

- Research-based and proven; aligned to state/national standards; based on essential practices; clearly articulated; linked to improvements in student learning

## **Principle 2: Differentiated Rating Levels**

- Minimum of 3 levels; clear statements; discrete one to the next; reliable; provides direction for growth

## **Principle 3: Probationary Period**

- Mentoring within induction; complies with statute; informed by state standards; confidential and non-evaluative; focuses on essential practices needed by novices

## **Principle 4: Student Academic Growth**

- Significant contributing factor; multiple measures; formative and summative; multiple years; two points in time; state assessment available and appropriate

## **Principle 5: Meaningful Feedback**

- Effective and meaningful; focused on practice to improve learning; once annually to everyone; close proximity to data source; within professional collaborative culture

## **Principle 6: Evaluator Training**

- Quality assurance standards; includes observation skills; how to assess student data and artifacts; meaningful feedback; initially and periodic

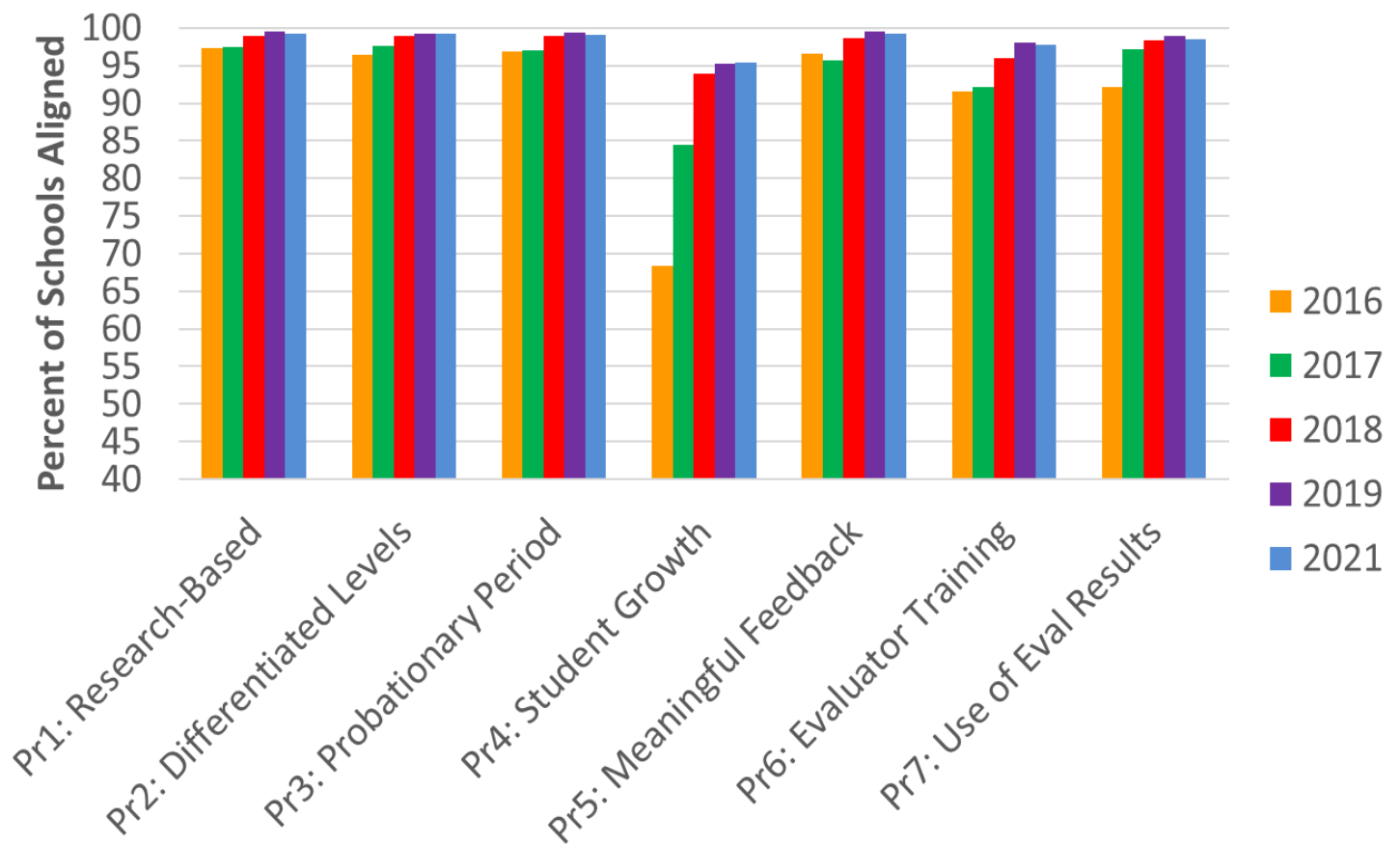
## **Principle 7: Use of Evaluation Results**

- Guides policies and procedures; guides decisions on employment; informs policies on student learning; used for recognition and utilization; interventions and support

The following graphs represent data that was collected at the building level for all districts/charters

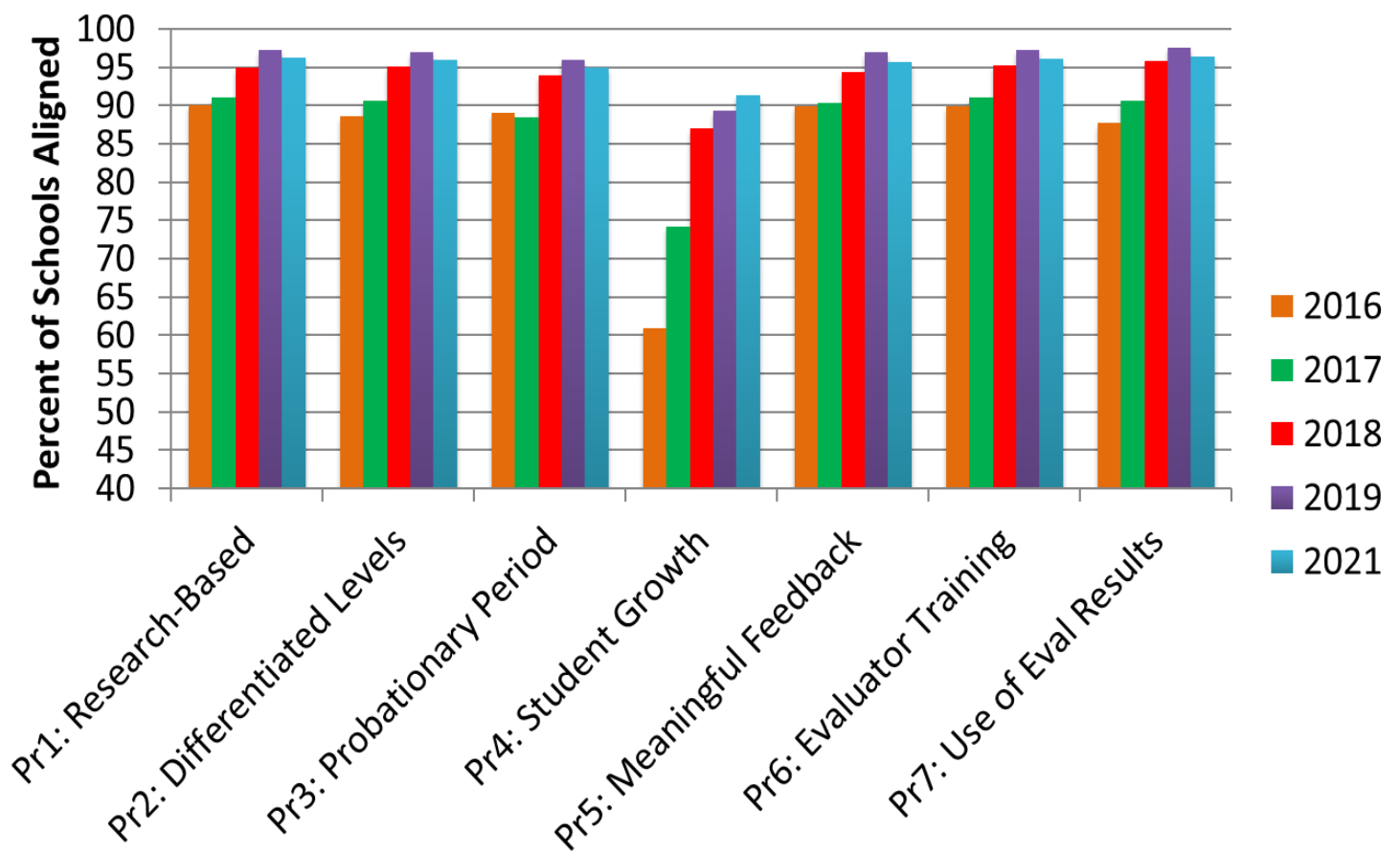
## Teacher Evaluation Alignment

Schools have steadily increased their use of research to guide how they evaluate teachers. In the 2020-2021 school year, 99.3% of schools were aligned in Principle 1; 99.2% of schools were aligned in Principle 2; 99.1% of schools were aligned in Principle 3; 95.4% of schools were aligned in Principle 4; 99.2% of schools were aligned in Principle 5; 97.8% of schools were aligned in Principle 6; 98.5% of schools were aligned in Principle 7.



## Principal Evaluation Alignment

Schools have steadily increased their use of research to guide how they evaluate principals. In the 2020-2021 school year, 96.3% of schools were aligned in Principle 1; 96.0% of schools were aligned in Principle 2; 94.9% of schools were aligned in Principle 3; 91.3% of schools were aligned in Principle 4; 95.7% of schools were aligned in Principle 5; 96.1% of schools were aligned in Principle 6; 96.4% of schools were aligned in Principle 7.





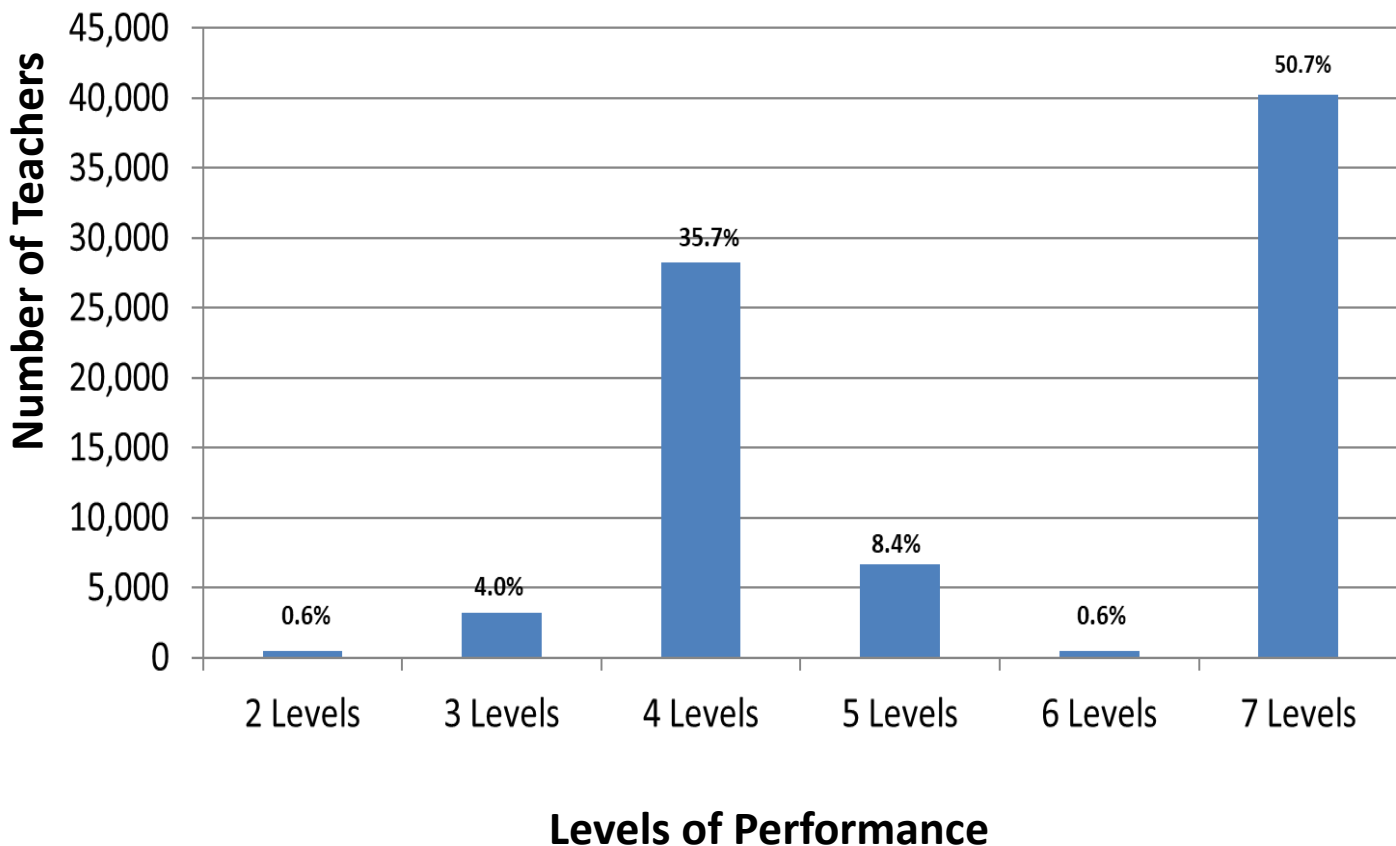
## Teacher Evaluation Performance Levels

The overwhelming majority (nearly 95%) of teachers are evaluated and rated using an instrument with 4, 5 or 7 performances levels. The four performance levels of the state's instrument are emerging, developing, proficient and distinguished.

The majority of teachers that are evaluated and rated using an instrument with 4, 5 or 7 performances levels represents 75,124 teachers or 94.8%.

The only requirements regarding levels of performance comes from Principle 2 which requires a minimum of 3 levels or more. There is follow-up with those claiming 2 levels (0.6%) as they need to transition to more levels to be aligned with Principle 2.

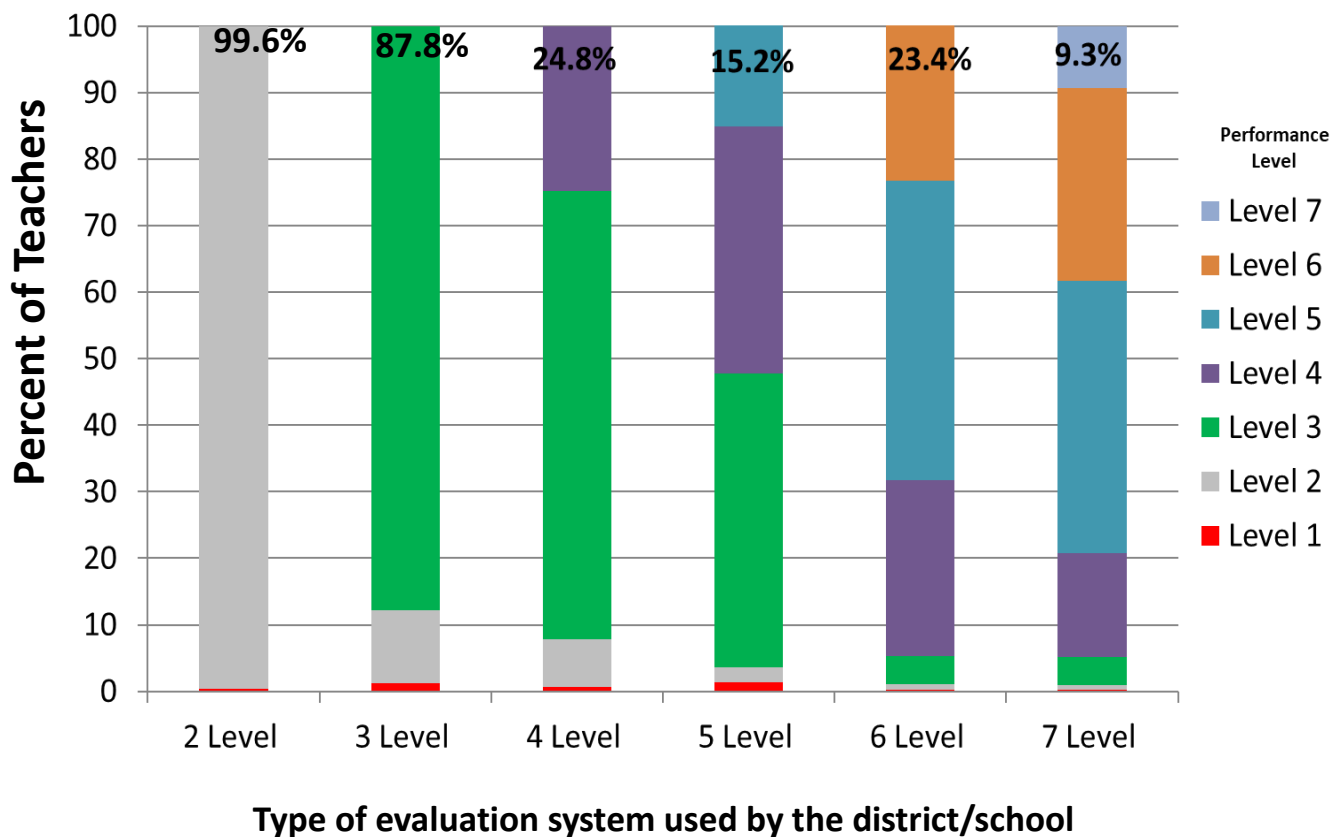
**Percent/Number of teachers evaluated  
2 - 7 performance levels**



## Teacher Ratings by Level

Looking at the majority of teachers that are evaluated and rated using an instrument with 4, 5 or 7 performances levels, we can see that much smaller percentages are rated at the highest level. This suggests that the evaluation process for teachers is done more accurately than previously when nearly all teachers were rated at the very highest level.

### Teachers Ratings by Level





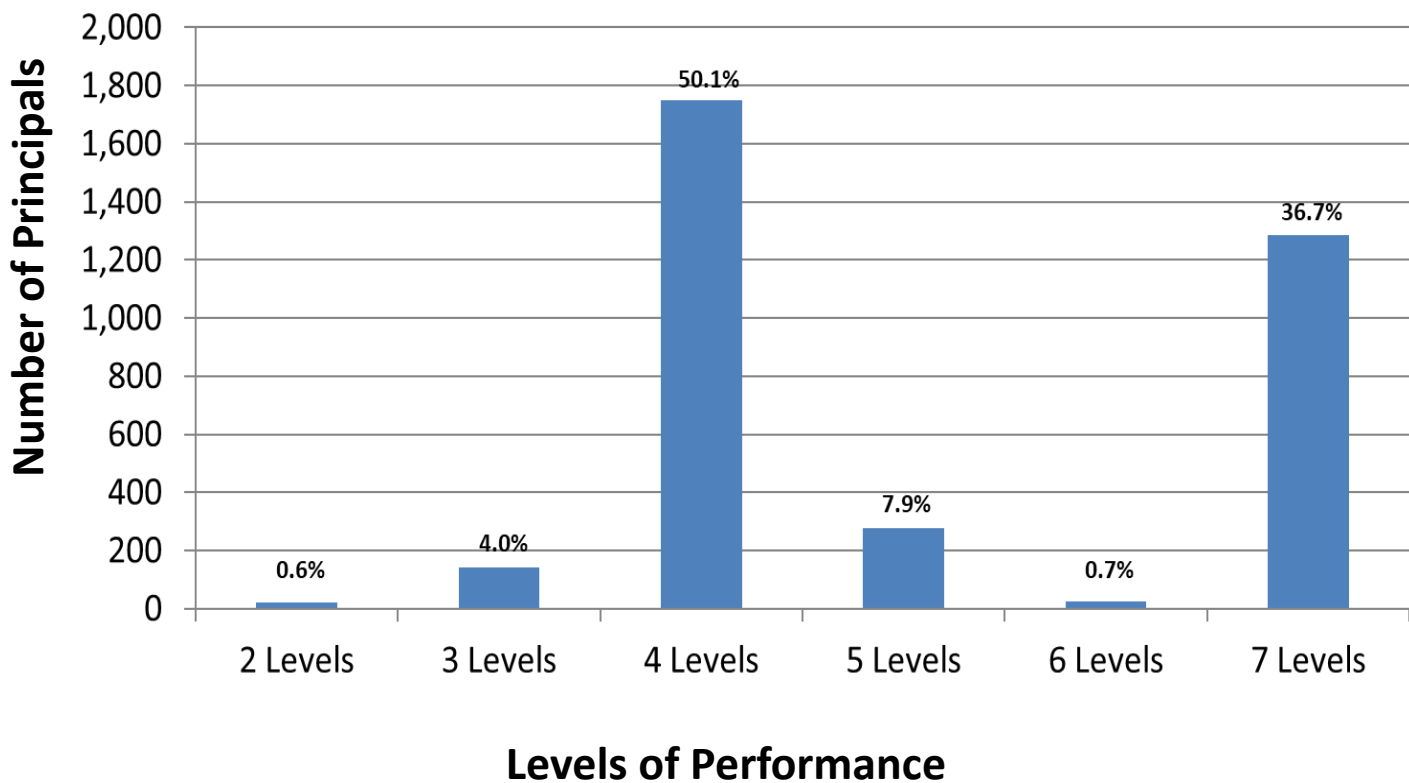
## Principal Evaluation Performance Levels

The overwhelming majority (nearly 95%) of principals are evaluated and rated using an instrument with 4, 5 or 7 performances levels. The four performance levels of the state's instrument are emerging, developing, proficient and distinguished.

The majority of principals that are evaluated and rated using an instrument with 4, 5 or 7 performances levels represents 3,314 principals or 94.7%.

The only requirements regarding levels of performance comes from Principle 2 which requires a minimum of 3 levels or more. There is follow-up with those claiming 2 levels (0.6%) as they need to transition to more levels to be aligned with Principle 2.

**Percent/Number of Principals evaluated  
2 - 7 performance levels**



## Principal Ratings by Level

Looking at the majority of principals that are evaluated and rated using an instrument with 4, 5 or 7 performances levels, we can see that much smaller percentages are rated at the highest level. This suggests that the evaluation process of principals is done more accurately than previously when nearly all principals were rated at the very highest level.

**Principals Ratings by Level**

